

2003-2004

# Arizona

# Career &



# Educational Teacher's Guide...

...A Plan For Your Future

**Arizona Career Resource Network**  
Career & Technical Education  
Arizona Department of Education  
Superintendent Tom Horne



*The Arizona Career & Educational Guide* was developed by the Arizona Career Resource Network (AzCRN) to provide students, adults, one-stop centers, vocational rehabilitation offices and others a tool that assists Arizonans with making more informed choices about careers and postsecondary education.

The AzCRN gratefully acknowledges the following agencies for their contributions to the guide: The Arizona Department of Commerce, Arizona Commission for Postsecondary Education, Arizona Department of Economic Security/Research Administration, Rehabilitation Services Administration/Vocational Rehabilitation, Workforce Development Administration, Employment Security Administration, Maricopa Skill Center, Arizona Tech Prep and the Arizona Department of Education.

We would especially like to thank the Delaware Career Resource Network for providing AzCRN with the *Delaware Compass* and the *Teacher's Guide* to use as a template to develop our guide, the Arizona Workforce Connection for co-sponsoring the guide; and the U.S. Army, and Arizona Tech Prep for delivering the *Arizona Career & Educational Guide* to our schools across the State. We would also like to thank the following Career Resource Network Directors for sharing their ideas and resources with Delaware and now Arizona: North Dakota, North Carolina, Minnesota and Texas.

AzCRN plans to provide new editions of the Guide every two years, due to major updates in labor market information provided by the Arizona Department of Economic Security, Research Administration. Minor revisions and updates will be available on the website, when amendments are necessary.

Website addresses frequently change; therefore it is recommended that Arizonans use page 60 of the Guide that is posted on the AzCRN website. The Arizona Career & Educational Guide and the Teacher's Guide can be downloaded to make reproducible copies for students, by going to [www.ade.az.gov/cte/azcrn/counselors.asp](http://www.ade.az.gov/cte/azcrn/counselors.asp).

We Welcome your comments for the enhancement of future Guides!

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## Letter to Teachers

Welcome to the Arizona Career & Educational Teacher's Guide! Although, this is the first year AzCRN has provided the Arizona Career & Educational Guide, many other states have had similar tabloids. Delaware Career Resource Network has provided us their career compass to revise for Arizona. Since 1989, the Delaware Department of Labor has produced and distributed their guide to Delaware's 8th through 12th grade students. The Arizona Career & Educational Guide leads students through the four phases of career development as outlined by the National Career Development Guidelines.

The *Arizona Career & Educational Guide Teacher's Guide* was adopted and amended by the Arizona Career Resource Network. Teachers and school counselors in Delaware had designed supplemental activities to enhance the use of the *Compass* within the classroom. These activities are based upon their collective experience of classroom use of the *Compass*. AzCRN modified the activities to reflect Arizona's labor market information, career and educational data; and academic standards.

The *Teacher's Guide* format corresponds to the four stages of career development outlined in the *Arizona Career & Educational Guide* as Step 1 through 4: Self Assessment, Exploring Careers, Making a Decision, and Action Plan. In the *Guide*, these Steps are organized into six Lesson Plans. You'll notice that Step #4 has been divided into three Lesson Plans to make it easier to use this Guide.

- Step #1: **"Who Am I?"**- Self Assessment Lesson Plan
- Step #2: **"What's Out There?"**- Exploring Careers Lesson Plan
- Step #3: **"How Do I Decide ?"**- Decision Process Lesson Plan
- Step #4: **"How Do I Do It?"**- Taking Action
  - Section A: Educational Opportunities Lesson Plan
  - Section B: Postsecondary Opportunities Lesson Plan
  - Section C: Job Search Lesson Plan

Each Lesson Plan consists of: 1) an overview; 2) a list of the Arizona Academic Standards (in the core areas of Language Arts, Economics, and Mathematics) addressed by the activities in the lesson; 3) teacher instructions with helpful hints and an activity answer key; and 4) a list of the student activities with the approximate completion time required for each activity. The activities each correspond to an article in the *Arizona Career & Educational Guide*, referenced by specific page numbers. (Note: If a student is expected to supply an original answer to an activity question, we have noted "self-answer" on the answer key.)

We feel the *Arizona Career & Educational Guide* and this *Teacher's Guide* are valuable tools for Arizona students as they make their career plans. We would appreciate your overall comments and, in particular, suggestions for additional activities, as well as ways you have used the *Arizona Career & Educational Guide* in your classroom. Please share them with us. It would also be very helpful if you complete the evaluation at the end of the *Teacher's Guide* and send to:

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# Lesson Plan

## Step #1: “Who Am I?”- Self Assessment

### Overview

This lesson helps students identify who they are as a person: their likes and dislikes, their work style preference, and their personality type. Self assessment is the important first step and the foundation of an overall career path.

### Arizona State Standards

Language Arts

### Objectives

At the end of this lesson, students will be able to:

1. Determine their likes and dislikes
2. Differentiate between personality types and work styles
3. Analyze their strengths and weaknesses according to workplace skills
4. Understand their own personality type and how it relates to their career interests

### Teacher Instructions

Teachers can use the *Arizona Career & Educational Guide* Step #1 readings and activities, as well as extension questions and supplemental activities provided on student handouts to allow students to assess their personalities, work styles, and career interests.

### Answer Key:

#### Activity 1.3

1. This activity will help identify an individual's likes and dislikes or in other words, their interests. It will give ideas on what work will best suit an individual.
2. Self answered
3. There are three areas of interest:
  - a. **Hands-On Person:** Like working with tools and machines, are curious about how things work and like to build, operate, maintain and repair equipment.
  - b. **People Person:** Enjoys being with others and exercising people skills such as caring, helping, advising, persuading and cooperating.
  - c. **Information Person:** Has the ability to find, classify, organize and explain information in ways that help others understand it.
4. Occupations are listed on pages 5-7 of the *Arizona Career & Educational Guide*.
  - a. **Hands-On:** Mechanic, carpenter, electrician, and welder.
  - b. **People:** Teacher, counselor, social worker, and funeral director.
  - c. **Information:** Accountant, banker, realtor, and bookkeeper.

## Student Activities

Using the *Arizona Career & Educational Guide*, students will complete the four activities for “Who Am I?”, including:

**Activity 1: What Are My Career Interests?** - Page 3  
(Time required: approximately 25 minutes)

**Activity 2: Work Styles** - Page 4-7  
(Time required: approximately 15 minutes)

**Activity 3: What is My Personality Type?** - pages 8-9  
(Time required: approximately 15 minutes)

**Activity 4: What Workplace Characteristics and Skills Do I Need?** - page 10  
(Time required: approximately 25 minutes)

**Activity 1: What are My Career Interests?**Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Period: \_\_\_\_\_**Activity 1.1**

Complete the survey, "What Are My Career Interests?" and the Sum Up exercise on page 3.

**Activity 1.2**

Read page 4, including the box labeled "Your Skills."

**Activity 1.3**

Answer the following questions in complete sentences:

1. What is this survey supposed to help you realize?
  
  
  
  
  
  
  
  
  
  
2. In what area did you find the best match? Do you agree or disagree with the results? Why or why not?
  
  
  
  
  
  
  
  
  
  
3. What are the main differences between the three areas of interest?
  
  
  
  
  
  
  
  
  
  
4. Can you infer what type of occupations would correspond with each area of interest? In other words, what type of job might each type of person have?

Hands-on person: \_\_\_\_\_

People person: \_\_\_\_\_

Information person: \_\_\_\_\_

**Activity 2: Work Styles**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

**Activity 2.1**

After circling occupations that interest you on pages 5-7, list the three different work styles for which you circled the most jobs.

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**Activity 2.2**

Answer the following questions in complete sentences:

1. What category(ies) did your work styles include? (The three categories are hands-on person, people person, and information person.)
  
  
  
  
  
  
  
  
  
  
2. Do your choices correspond with your results from the Career Interest survey on page 3? Explain your results.

**Supplemental Activity**

**Research these careers and give a three-sentence description of each.**

- Conservator
- Optometrist
- Astronomer
- Construction Millwright
- Telemarketer
- Prosthetist
- Actuary
- Occupational Therapist



**Activity 4: What Is My Personality Type?**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

**Activity 4.1**

In order to determine your Holland Personality Code, read pages 8 and 9, and review the six personality types (realistic, investigative, artistic, social, enterprising, and conventional). Decide which three types sound most like you and put them in order of first, second, and third (first being the most like you, second somewhat like you, and third a little like you, keeping in mind they are still your top three).

**Activity 4.2**

You can construct your “Holland Code” by combining the corresponding letter of your first, second, and third personality type. For example, if you are of the realistic type the most, enterprising a little less, and social even less, but it's still like you, then your code would be RES. You will use this personality code in choosing occupations to match your career interests.

**Your Holland Code\*** \_\_\_\_\_

[\* Remember your Holland Code so you can use it in future activities.]

**Supplemental Activity**

Pick one of the following people and determine his or her personality based on Dr. John Holland's theory. Explain why you think he or she fits this personality type based on their individual characteristics.

- Martha Stewart: Home design specialist
- Bill Gates: Founder of Microsoft
- Steven King: Author
- Oprah Winfrey: T.V. personality
- Billy Blanks: Karate champion, developer of Tae-bo
- Hillary Clinton: First lady, lawyer, Senator

# Lesson Plan

## Step #2: “What’s Out There?”- Exploring Careers

### Overview

This section looks at Arizona’s overall labor market and the Arizona occupations that offer the best wages and long term job opportunities. When finished with Step 2, students will have a wealth of occupational and labor market information upon which to base their career decision.

### Arizona State Standards

Language Arts, Workplace Skills, Mathematics

### Objectives

At the end of this lesson, students will be able to:

1. Identify three job descriptions, number of job openings, and hourly wage rates
2. Read technical charts and interpret labor market information

### Teacher Instructions

1. Students can read and discuss the information about net gain/loss in jobs on pages 14-18. Students are provided with information about net gain/loss in jobs; knowing what occupations will be available will help the students match their own traits to something they will enjoy.
2. To ensure understanding of the Career Matrix on pages 20-32, you may need to guide students through each element of information in the matrix for a particular job.
3. Using the work sheets for Activity 5, the students should research characteristics of three different jobs. When they have finished with their research, the students should respond to the questions; the final question might serve as a one-paragraph assignment for homework or in-class writing.
4. In Activity 7, students use a sample to develop their own budget starting with the gross monthly pay for an occupation they select from the matrix.
  - a. **Note** that wages are given as hourly wages, which students will have to convert to monthly figures.
  - b. Next, students can apply the percentages in the sample budget for each expenditure category.
  - c. Then, using the chart for different locations, you can generate discussions about how they will have to budget their money.
  - d. There are several ways to get from Hourly Wages to Gross Monthly Pay.

One way:  $40 \text{ (hours/week)} \times 50 \text{ (weeks/year*)} = 2000 \text{ hours/year}$

\* We used 50 weeks, allowing for 2 weeks unpaid vacation. Labor statisticians use the same number.  
 $2000 \text{ divided by } 12 \text{ (months/year)} = 166.67 = \text{approx. } 167 \text{ hours/month}$   
 $167 \times \text{Hourly Wage} = \text{Gross Monthly Wage}$

Another method is to multiply 40 (hrs/week) X 4 (weeks/month) X Hourly Wage = Gross Monthly Wage

Any other mathematically defensible method will do fine. The point is to find Gross Monthly Pay.

Once the students have calculated the Gross Monthly Pay, they enter it on page 33 in the top blank of the table.

- e. Under "IV. Expenses," page 33, students calculate their expenses by multiplying their net pay by the noted percentage.

## ANSWER KEY

### Activity 5.2

1. Job growth equals the amount of new job openings expected in the labor force. Openings due to separations occur when individuals leave the labor market or change occupations.
2. Professional, Paraprofessional and Technical.
3. 68,000 new jobs.

### Activity 5.3, 5.4, and 6.1

Self answered based on career interests.

### Activity 6.2

1. They formulate marketing policies, direct sales activities, and plan, organize and direct advertising and public relations activities for a department, an entire organization, or on an account basis.
2. Work experience plus degree.
3. Leading and influencing people, understanding words and communicating. Dealing with people in a business setting.
4. They evaluate, authorize or recommend approval of commercial, real estate, or credit loans. Advise borrowers on financial status and methods of payments.
5. Working with details in words and numbers.
6. Persuasive, works with people, expresses self creatively.
7. Assist dentists at chair, set up patient and equipment, keep records and perform related duties as required.
8. Moderate term on the job training.
9. Works well with people, works independently, performs lab experiments and is creative.
10. Detailed tasks, work with machines and equipment and helps or cares for other people.
11. Requires physical activity and working with machines and equipment.
12. Salesperson, retail.
13. Salesperson, retail.
14. 1393.
15. \$22.63.
16. Physicians, Surgeons, all others.

## Student Activities

**Activity 5: Arizona Job Outlook 2000 - 2010** - Page 12

(Time required: approximately 45 minutes)

**“Exploring the World of Work”**

Have students read introductory paragraph, and complete the 10 item T/F quiz; use as a motivator to learn more using *Arizona Career Matrix*.

**Activity 6: Arizona Career Matrix Scavenger Hunt** - Pages 14-32

(Time required: approximately 45 minutes)

**Activity 7: Monthly Budget** - Page 33

(Time required: approximately 45 minutes)

**Activity 5: Arizona Job Outlook 2000-2010**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

**Activity 5.1**

Read "Arizona Job Outlook 2000 - 2010" on pages 14-18 and be prepared to discuss.

**Activity 5.2**

Answer the following questions in complete sentences:

1. Explain the difference between job growth and openings due to separations?
2. Which Major Occupational category is expected to provide the most job openings?
3. How many new jobs in Arizona are projected for the time span from 2000 - 2010?

**Activity 5.3**

Complete the "Exploring the World of Work" on page 12. On a separate sheet of paper, explain the trends in the workplace.

**Activity 5.4**

Now that you have an idea of the type of career that would suit your personality and skills, you need to consider the job market, job security, and the training required using the *Arizona Career & Educational Guide* located on pages 19-32.

Pick three careers that interest you. Make sure that you consider your results from the prior exercises especially the "Holland Code" when choosing three careers.

**Career #1** \_\_\_\_\_

1. What is the job title and description for the first career that you chose?
2. How many openings are there for this job in Arizona each year?
3. How many people are employed in this job?
4. What training is needed for this position?
5. What are three of the characteristics for this job?

**Career #2** \_\_\_\_\_

6. What is the job title and description for the second career that you chose?
7. What is the annual growth for this job in Arizona each year?
8. What is the training code for this occupation and what must you do in order to obtain the training necessary?
9. What does the "Holland Code" indicate about the type of personality necessary for this job?

**Career #3** \_\_\_\_\_

10. What is the job title and description for the third career that you chose?
11. What is the annual growth for this job in Arizona each year?
12. What "worker skills" are necessary for this career?
13. Which of these "worker skills" do you feel are your strongest skills? Explain.
14. What does the Holland Code indicate about the personality necessary for this job?

**Activity 6: Arizona Career & Educational Guide  
Scavenger Hunt**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

**Activity 6.1**

**Turn to page 14, look at the table, “Arizona Occupations with the Most Annual Openings, 2000 -2010,” and evaluate your three occupational choices.**

1. Which of your three choices has the most projected openings for the future, and how many openings are expected?
2. Which of your three choices pays the highest hourly wage and what is the hourly wage?
3. Which of your three choices requires you to have the most training and what training would be required?
4. Which of the three choices you made would you most likely consider?
5. What have you learned about yourself and your personality as a result of reviewing the *Arizona Career & Educational Guide*? Explain.

**Activity 6.2**

**Using page 21, answer the following questions:**

1. What do marketing, advertising, and public relations managers do?
2. What training is needed for these positions?
3. List three job characteristics for these jobs.

**Using page 23, answer the following questions:**

4. What do loan officers and counselors do?
5. What is job characteristic 06?
6. Does the Holland Code ESA indicate a well-matched personality for a loan officer?

**Using page 24, answer the following questions:**

7. What does a dental assistant do?
8. What training is needed for this job?
9. What does the Holland Code SAI indicate?
10. Explain three job characteristics for this position.

**Using page 32, answer the following questions:**

11. What are the two job characteristics for the heavy truck drivers?

**Looking at the table on page 14, answer the following questions:**

12. Which job had the most workers in 2000?
13. Which job is expected to have the most workers in 2010?
14. What is the number of annual openings for registered nurses?
15. What is the average hourly wage for registered nurses?
16. Which job has the highest average hourly wage?

**Activity 7: Your Monthly Budget**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

**Activity 7.1****Read and review “Your Money” on page 33 and complete the budget activity.**

1. Monthly Pay Computation:

Occupation selection: \_\_\_\_\_ Hourly wage: \_\_\_\_\_

How do you make this a Gross Monthly Wage? Write and calculate the steps.

**Put your answer in the “Yours” column, next to Gross Monthly Pay.**

2. Now calculate your taxes. Multiply the Gross Monthly Pay by the indicated percentages for each category of your taxes.
3. Add: Federal + State + Social Security + Health Insurance + Pension = Total Taxes
4. Subtract: Gross Monthly Pay – Total Taxes = Monthly Take-Home Pay (Net)
5. Now determine your expenses. After multiplying the expense percentages by the Net Gross Monthly (take home) Pay, add the expense categories to find the Total Expenses.
6. Compare Total Expenses to Monthly Take Home Pay and explain your findings.

# Lesson Plan

## Step #3: “How Do I Decide?”- Decision Process

### Overview

This lesson will match self-assessment results with the occupations of interest and discuss job characteristics. Students will match chosen occupations to job characteristics. Then they will be asked to set some specific goals.

### Arizona State Standards

Language Arts

### Objectives

**At the end of this lesson, students will be able to:**

1. summarize findings from self assessment activities
2. correlate self assessment profile to job profile
3. distinguish between compatible and incompatible jobs
4. extend data and predict long term goals

### Teacher Instructions

Teachers can use Step #3 activities and extension questions to allow students to decide which occupations truly fit their personalities, capabilities, and goals.

### Answer Key:

#### Activity 8.1

1. Most likely to change jobs 6-8 times in your life.
2. Self answered.
3. Having skills is not enough to be successful. An individual must have motivation and the will to reach their career goal.

### Student Activities

**Activity 8: How Do I Decide? - Page 35**

(Time required: approximately 25 minutes)

**Activity 8: How Do I Decide?**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

**Activity 8.1****Read page 35 and respond to the following questions:**

1. How many times are you likely to change jobs in your life?
2. How would you describe your motivation level and willingness to learn?
3. How do motivation and willingness to learn influence your career choices? Explain.

**Activity 8.2****On page 36, complete the exercise “What Have I Found Out?” based on the self-assessment exercises that you have completed.**

Read the “Take Stock” section and consider your results. Are you on the right course? Why or why not?

**Activity 8.3****On page 37, complete the “Self and Job Match Worksheet” considering your self-profile, job profile, and whether or not the two match.****Activity 8.4****Read page 38, and evaluate the information in “My Career Choice.”**List three occupations that you would not choose based on your findings. Explain why your aptitudes do not agree with these occupations.

**Activity 8.5**

Based on what you have learned about yourself and occupations, on page 38, list three occupations about which you would like more information.

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**Activity 8.6**

Use the Arizona Career Information System (**AzCIS**) to research those occupations.

**Activity 8.7**

Consider your five-year goals and complete "Setting My Goals" on page 39.

# Lesson Plans

## Step #4: “How Do I Do It?”- Taking Action

### Section A: Educational Opportunities

### Section B: Postsecondary Opportunities

### Section C: Job Search

## Step 4/SECTION A: Educational Opportunities

### Overview

This section stresses how education impacts job opportunities, wages, and job security. The availability of career and technical education programs, Tech Prep, and Career & Technical Student Organizations (CTSO) and other skills provide students with knowledge, skills and experience.

### Arizona State Standards

Language Arts, Economics, Mathematics

### Objectives

At the end of this lesson, students will be able to:

1. Identify the importance of education and the related economic benefits
2. Define and understand Career Pathways, Tech Prep, Career and Technical Education programs, including student organizations, and the benefits of participation in these programs
3. Recognize positive personal skills in high school and how they relate to successful employee traits

### Teacher Instructions

Within Step 4, there are three sub-sections (A-C). Teachers can use Section A readings and activities on page 40 to provide information on the levels and the importance of education and how education relates to lifestyle choices.

### Discussion points include:

- .. The importance of education
- .. The influence of education on lifestyle choices
- .. How vocational programs in high school can help develop good work habits
- .. What personality traits and personal skills are important to employers

### Answer Key:

#### Activity 9.1

Food Preparation Workers	Short term on the job training
Credit Analyst	Bachelor's Degree (4 years)
Elementary School Teacher	Bachelor's & Master's Degree (4-6 years)
Financial Manager	Bachelor's Degree (4 years) and work experience
Lawyer	Bachelor's and Law Degree (7 years)

**Activity 9.2: Employment Quiz**

- |      |       |
|------|-------|
| 1. F | 7. T  |
| 2. F | 8. F  |
| 3. F | 9. C  |
| 4. F | 10. D |
| 5. T | 11. B |
| 6. T |       |

**Activity 10.1:**

1. Self answered.
2. Teacher needs to provide answers for individual school.
3. TECH PREP is a program for students to receive college credit by combining technical training and academics while in high school.
4. College credit.
5. 7,000.
6. Teacher provided.
7. Teacher provided.

\* For more information visit [www.aztechprep](http://www.aztechprep) or call 602-542-5356

**Activity 11.1**

1. Knowing how to learn, problem-solving, reasoning, self-management and responsibility.
2. Decision-making, self-management, responsibility, cooperation and problem-solving.
3. Very similar trait.

## Student Activities

**Activity 9: Why is Education Important to Me?** - Pages 41-42

(Time required: approximately 50 minutes)

**Activity 10: Career and Technical Education Organizations** - Page 44

(Time required: approximately 25 minutes)

**Activity 11: Build Your Work Foundation in School** - Pages 43-47

(Time required: approximately 45 minutes)

**Activity 9: Why is Education Important to Me?**

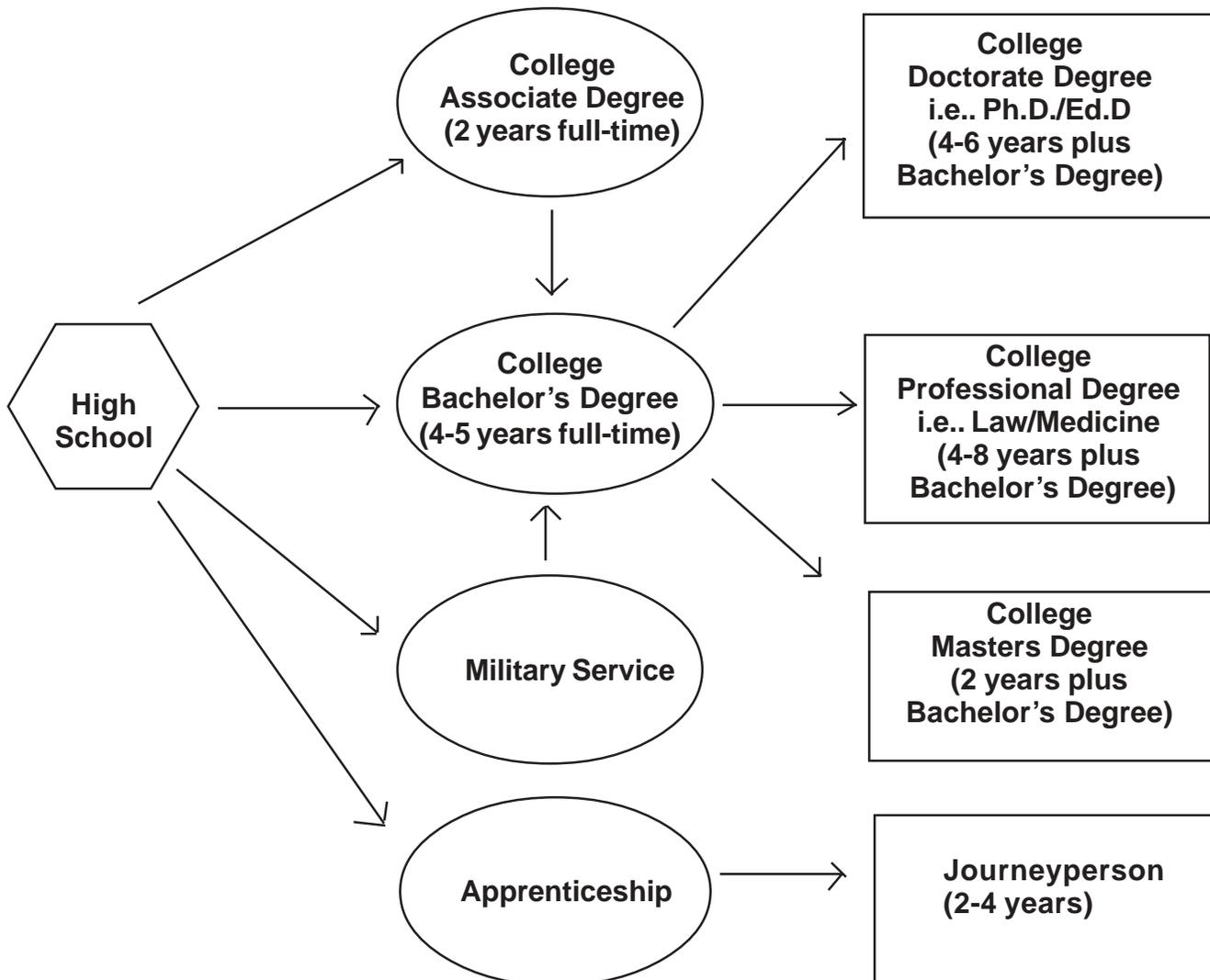
Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Period: \_\_\_\_\_

**Activity 9.1**

Read pages 41 & 42 and review educational level chart below.

**Levels of Education**

The chart shows possible educational paths and approximate time frames. These are examples on how to advance your education. If you work while going to school, it may take longer to achieve your educational goals. Some occupations require higher education.



**Activity 9.1–continued**

**Using the *Arizona Career Matrix* on pages 20-32, list a possible educational path for the following occupations. How many years of education and training after high school would this path take?**

**Example:** *Systems Analyst* Associate Degree -- Bachelor's Degree = 4-6 yrs

- 1. *Food Technician* \_\_\_\_\_
- 2. *Credit Analyst* \_\_\_\_\_
- 3. *Elementary School Teacher* \_\_\_\_\_
- 4. *Financial Manager* \_\_\_\_\_
- 5. *Lawyer* \_\_\_\_\_

**Activity 9.2**

**Directions: Circle the correct answer to the following questions to determine how much you know about the job market.**

- T F 1. By the year 2010, almost one third of all jobs will require a college degree.
- T F 2. Most people find their jobs in the classified section.
- T F 3. There is only one right job for you and your abilities.
- T F 4. The best way to get a job is to wait until the right opportunity comes along.
- T F 5. Generally speaking, the more education you have, the more likely you are to find a job.
- T F 6. Most jobs in high-tech electronics and computer companies require an electrical engineering background.
- T F 7. Mailing resumes is the best way to contact a large number of employers.
- T F 8. Except for the income you get, your job has little influence on your way of life.
- 9. Which of the following probably describe the job opportunities in ten years?
  - a. Most jobs will require four or more years of college.
  - b. There will be a greater number of jobs for unskilled workers.
  - c. There will be a greater number of jobs for those with technical skills required beyond high school.
- 10. Select the best way to begin planning your career?
  - a. Decide what you think is most important.
  - b. Look at what is available in the job market.
  - c. Take tests to find out what you should do.
  - d. All of the above.
- 11. If you can not make up your mind about what occupation to go into, first you should:
  - a. Try out as many jobs as you can.
  - b. Find out more about what different occupations are like.
  - c. Try one and if you like it, stick with it.
  - d. Find out if they have any jobs in Arizona.

**If you received the following number of correct answers:**

- 7 - 11:** **WOW!** You've been doing some reading, but visit with your counselor.
- 3 - 7:** **OKAY.** You're on your way, but visit with your counselor.
- 0 - 3:** **PROCEED** directly to the Guidance Counselor's office.  
(Do not pass go, do not collect \$200)



## Activity 11: Build Your Work Foundation In School

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

### Activity 11.1

Look at “Build Your Work Foundation in School”, the second to the last page of the Guide.

Answer the following questions:

1. What are five positive personality traits of a successful student?
2. What are five positive personality traits of a successful employee?
3. Compare #1 and #2. Are they the same traits?
4. Discuss your findings with your classmates.

### Activity 11.2

**We all have skills. Sometimes they are hard to find, and sometimes they need to be developed. Skills are learned talents or capacities. Acquired or learned skills are used to complete a task in the workplace or other places. Often, we take our skills for granted. The following exercise will assist you in discovering your skills.**

1. Think about all the things you do each day: reading, writing, math, speaking, listening, sports, clubs, hobbies, chores, and part-time work. What skills did you use? Could they be transferred to the workplace?
2. Have you recently written an essay, a letter to a friend or relative, or given a presentation in a class room? Written and oral presentations require the skill of conveying information clearly. Is this skill used in the workplace? By whom?
3. Have you used a computer lately? To do what? What computer skills and knowledge have you acquired? Who uses computer skills at work?

4. How do you manage your time? Class work, homework, projects, and reports all require time management skills. Is this something you need to improve? How important is time management in the workplace?
  
5. State a problem you have had to conquer at work or school.
  - a. What action did you take?
  
  - b. What was the result?
  
  - c. Skills take problems and turn them into results. What skills did you use in solving the problem?

**Activity 11.3**

**Review the worksheet “Related School Subjects”. Pick your top three subjects and write a short paragraph about why you chose these. Do you see yourself in the related careers? Why or why not?**

<b>Related School Subjects</b>		
<b>If you enjoy and do well in...</b>	<b>Career Interest Area</b>	<b>Occupations to Explore Further</b>
Art	Artistic	Commercial Artist, Designers, Reporters, Architects
Auto Technology	Mechanical Industrial	Mechanics, Avid Body Repairers, Machinist
Business	Business Detail	Tax Preparers, Typist Secretaries, Receptionists
Carpentry/Wood Technology	Mechanical	Carpenters, Brickmasons, Painters, Rooters
Computer Science	Scientific	Systems Analysts, Technical Writers, Programmers
Drafting/Engineering	Mechanical industrial	Engineers, Drafters, Surveyors, Engineering Technicians
Foreign Language	Artistic Humanitarian Leading-Influencing	Teachers, Musicians Home Health aides, Social Workers
Health/Health Occupations	Scientific Humanitarian	Nurses, Physical Therapists, Dieticians
Home Economics	Accommodating Selling Humanitarian	Child Cars Workers, Cooks, Orderlies Waiters
Horticulture/Agriculture	Plants and Animals Scientific	Biological Technologists Veterinarians
Industrial Arts	Artistic Mechanical	Photographers, Cabinet Makers
Language Arts/English	Business Detail Selling Humanitarian Leading-Influencing	Writers, Editors, Public Relations Specialists, Advertising Agents
Mathematics	Scientific Mechanical Business Detail Leading-Influencing	Actuaries, Statisticians, Teachers Financial Managers
Marketing	Selling	Cashiers, Real Estate Agents, Retail Salespersons
Music	Artistic	Composers, Dancers, Choreographers, Musicians
Physical Education	Physical performing	Athletes, Coaches, Officials
Science	Scientific Humanitarian	Biological Scientists, Chemists, Physicians, Pharmacy Assistants
Social Studies	Protective Leading-Influencing	Police Officers, Lawyers, Paralegals

# Lesson Plan

## Step 4/SECTION B: Postsecondary Opportunities

### Overview

In pursuing a career, students will need to think about the kind of education/training that is required for each occupation. Section B will provide students with information regarding colleges and universities. It will also explore how the Armed Forces can assist students to pay for college, as well as offer many other benefits and skills that will be useful in daily life.

### Arizona State Standards

Language Arts

### Objectives

**At the end of this lesson, students will be able to:**

1. demonstrate knowledge of college planning steps at each grade level
2. understand available financial aid resources
3. identify the educational, training, and financial aid opportunities provided by the Armed Services

### Teacher Instructions

**Teachers can use the activities and readings in Section B to discuss college planning, financial resources, and military service.**

### Answer Key:

#### Supplemental Activity 12.d.

Page 50 provides website/contact information for colleges in Arizona. The AzCRN website: [www.ade.az.gov/cte/azcrn](http://www.ade.az.gov/cte/azcrn) provides additional school and contact information under the internet Resources/Schools and Training section.

1. Recommend that teachers keep list of Az Community Colleges and addresses handy.
2. Closer to home and less expensive.
3. Self answered based on interests and research of community college sites.

#### Activity 13.1

1. The money for financial aid comes from federal and state governments, banks, the schools themselves, and private donors.
2. You must apply for financial aid.
3. The amount and kind of aid you receive is based on your financial need, your academic record, and on the kinds of available aid at the school you attend.
4. A grant does not require repayment.  
A loan requires repayment, usually after you leave school, and has a lower interest rate than other bank loans.
5. The National Guard educational benefits vary from state to state; therefore look at website <http://usmilitary.about.com/library/milinfo/blguardtuition.htm>. For specific Arizona information page 53 of the Guide provides contact information for the National Guard.

**Activity 14.1 Military Word Scramble**

1. Navy
2. Air Force
3. National Guard
4. Army
5. College Fund
6. Money
7. Benefits
8. Goals
9. Diploma
10. Training

**Student Activities**

Using the *Career Guide*, students will complete the following activities for Section B:

**Activity 12: Postsecondary Opportunities** - Page 48-54

(Time required: approximately 20 minutes)

**Supplemental activities** - (Time required: approximately 90 minutes)

Activity 12.a: Choosing a College

Activity 12.b: What to Look for in a College Catalog

Activity 12.c: What to Look for When Visiting a School Campus

Activity 12.d: Community/Technical Colleges and Your Career Path

**Activity 13: Financial Aid** - Page 49

(Time required: approximately 30 minutes)

**Activity 14: Is the Military for You?** - Page 53

(Time required: approximately 30-60 minutes)

**Activity 12: Postsecondary Opportunities**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

**Activity 12.1**

Read “Your College Countdown” on page 48 and discuss.

**Activity 12.2**

Circle the best answer for you.

**1. If I were out of high school right now, I would go to:**

- a. A large, 4-year, in-state institution: Arizona State University
- b. Other 4-year, state university: Northern Arizona University
- c. Private college: Pepperdine University
- d. A 2-year, in-state institution: Mesa Community College

**2. With financial aid a possibility, I would go on to a school:**

- a. That is as inexpensive as possible.
- b. That is an average cost school.
- c. Regardless of the cost.

**3. Choose one:**

- a. I want a school that is well known throughout the U.S.
- b. I want a school that is prestigious, but not necessarily well-known.
- c. The school I go to should be familiar to people in Arizona.
- d. It is not important to me whether the school is well known.

**4. Choose one:**

- a. I would like a campus where there is an enclosed, close community.
- b. I would like a campus where I know some kids, but one where everybody doesn't know everybody else.
- c. I'm OK with a campus atmosphere where I can be anonymous or where I can become involved with other students of like interests.

**5. The size of a school for me should be:**

- a. The bigger the better.
- b. Medium size.
- c. Small.

**6. Choose one:**

- a. I wouldn't mind a very large class where I may have to assert myself to get help.
- b. I would like all my classes to be fairly small.

**7. Choose one:**

- a. Studying and learning is thrilling, and I would like a school where I do a lot of it.
- b. I don't want to have to study too intensely at school.
- c. I would like to learn by doing something. For the studying I do, I need to see a product or something I created, or know that I am trained for a specific job.

**8. Choose one:**

- a. I want to spend four years at one school and then decide if I want to continue at that school.
- b. I want to spend four years at one school, then decide if I want to continue at a different school.
- c. I want to spend two years at one school and then go to a different one.
- d. I want to spend one or two years at a school, and be trained for an immediate career.

**9. Choose one:**

- a. I don't care if my teachers know who I am.
- b. It is important to me that my teachers know me.

**10. Choose one:**

- a. I want to live at the college in a dormitory.
- b. It's OK if there are dormitories, but I don't want to live in one.
- c. It's OK with me if dormitories are not available.
- d. Campus housing is not important to me, for I would commute from home, or live with relatives.

**11. I feel:**

- a. It is important to have a lot of my high school friends go to that school.
- b. I would like to go to a school where I can make all new friends.
- c. It is important to choose the school because a friend is going there.
- d. That it is not important to have a lot of my high school friends go to that school.

## Supplemental Activity 12.a: Choosing a College

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Period: \_\_\_\_\_

### I. Survey the Possibilities

**Begin your search with a survey of colleges located in the geographic area of your choice.**

Check your local library, school library, or guidance office for the following resources which may help you:

- College Catalogs
- Chronological Guidance
- College Handbook
- Barron's Profiles of American Colleges
- Patterson's Schools Classifieds

Other Resources:

- College Guides and Maps
- Occupational Outlook Handbooks
- Financial Aid Forms
- Armed Forces Brochures
- AzCRN Website
- AzCRN Computer Information Delivery System
- Arizona Career Information System (AzCIS)

### II. Weigh the Differences

**Fill out the information below about colleges that interest you. Then compare.**

**Location and Setting:** distance from home; city, small town, or country setting

**Type and size of college:** co-ed, men's, women's, liberal arts, technical, junior, church-related, state-supported, enrollment, facilities

**Comprehensive cost:** tuition, room and board, extra fees, books, travel expenses, spending money, special clothing

**Financial aid:** honor scholarships, grants-in-aid, loans, alternative/work study programs, campus jobs

**Special curricula:** engineering, political science, computers, music, education, marine biology, business, etc.

**Admissions requirements:** required subjects, test scores, grade point average, class rank, special talents

**Kind of students who attend:** habits, interests, goals, ethnic and religious background

**Campus life:** cultural events, sports, clubs, fraternities and sororities, recreational facilities, rules and regulations, and surroundings

*\*The Arizona Career Information System (AzCIS): provides most of the above information. If you are not aware of AzCIS, go to [www.ade.az.gov/cte/azcrn/azcis](http://www.ade.az.gov/cte/azcrn/azcis) to find out how you can use this free software*

### III. Narrow Your Choices

**No college (nor type of college) is right for all students, but there are certain colleges that are right for you. Before narrowing your choices, you should answer some basic questions about yourself.**

1. What am I able to do?
2. What do I want out of life?
3. What do I need in the way of training?

**NARROW** your choices to 7-10 colleges and write for catalogs. When you have selected 3-6 colleges and have the results of one college admissions examination, consult your counselor.

**LISTEN** for announcements regarding visits of college representatives to your school and arrange to talk with a few. Attend the annual postsecondary education opportunities day held at school and talk with admissions personnel representing the colleges you are considering.

### SAMPLE LETTER TO COLLEGES

(your street address)  
(your city/state/zip code)  
(the date)

Director of Admissions  
(name of college)  
(address of college)

Dear Sir/Madam:

I am a junior (or senior) at \_\_\_\_\_ High School in (your town), Delaware, and will be graduating in (month and year).

Please send me an application, a catalog, and other descriptive material that might help me in planning my post-high school education. (mention your career interest if you have one)

I would appreciate receiving information and appropriate forms for scholarships and other types of financial aid. (Use this sentence if you need help with college expenses.)

Sincerely yours,  
  
(Your Signature)  
(your name typed)

**AzCIS also offers an email school writer to assist with school information requests.**

**EVALUATE** the institution as a place where you might eat, sleep, and study for the next two-four years. Tour the facilities and inquire about the extracurricular activities, the personal services, and the school regulations. If the college is in session, visit a class, talk to students, observe campus behavior, and eat a meal in the dining hall. You will know from your experience on the campus whether that college is right for you. No amount of reading or discussing will tell you this.

 **Checklist for Making College Plans**

<ul style="list-style-type: none"> <li>✓ Think about preliminary criteria and your priorities.</li> <li>✓ Make a college list that includes “safeties”, “possibilities”, and reach schools.</li> <li>✓ Note colleges where interviews are required.</li> <li>✓ Map out your itinerary.</li> <li>✓ Check that the colleges are in session. Find out tour times and make appointments when needed.</li> <li>✓ Plan how and with whom you’ll go.</li> <li>✓ Balance college visits and school demands.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Arrange for high school absence and plan to make up missed work.</li> <li>✓ Pack appropriate clothes for the interview.</li> <li>✓ Write names and phone numbers of the college administrators you plan to see.</li> <li>✓ Bring questions and be sure to have a pen and notebook with which to write important information.</li> <li>✓ Bring high school transcript in case admissions counselor requests one.</li> </ul>
--	---

**Supplemental Activity 12.b: What to Look for in a College Catalog**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

**Name of Institution:****Mailing Address:****Phone numbers for:**

Admissions:

Financial Aid:

Housing:

**Is there an 800 number or website address?****What programs of study does the institution offer?****What is the student/teacher ratio?****What are the requirements for entrance?**

Number of high school credits:

Subjects required:

Electives recommended:

Is there an entrance test?

**When is the deadline for applying for admissions?****Where will I live?****What is the cost for a year?**

Tuition and fees:

Books:

Board/Room:

Transportation:

Personal Expenses:

Leisure Time/Recreation:

**What is the school calendar, including holidays?****What are some of the student activities and services?****General information and notes:*****\*Remember to use AzCIS for a lot of this type of information.***

## Supplemental Activity 12.c: What to Look for When Visiting a College Campus

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

Check pages 50-52 of the *Arizona Career & Educational Guide* for addresses and telephone numbers of area schools. Additional information can be found on AzCIS and on the Az College & Career Guide Website at [www.acpe.asu.edu](http://www.acpe.asu.edu).

Visiting a school campus may include an interview with the admissions personnel, so be prepared to:

1. Talk about yourself--your interests, your goals, your courses and grades. Take along your personal copy of your school grades/transcript and activities.
2. Talk about the need for financial help (if needed).
3. Ask questions about the school, courses, rules/regulations. Read the catalog before your visit. Write down your questions in advance and **DO TAKE NOTES!**
4. Even though you might be nervous, be yourself.

### On the campus:

1. Take a tour if possible.
2. Allow enough time to get the "feel" of the campus." Try to imagine yourself as a student there.
3. Schedule your appointments two weeks in advance and **BE ON TIME!**
4. Pick up all forms you need: application, catalog, map, and financial aid forms.
5. Visit the library. Find out how many computer labs are available on campus. Will you need your own computer?
6. Try to visit a class or two.
7. Talk to students: ASK them what they like about the school, and equally important, what they DON'T like.
8. Ask questions about life on the campus – what activities does the college offer?

### Soon after, or during your visit:

1. Make notes on your reactions and your feelings about the school.
2. Write thank-you notes when appropriate.

**MAKE YOUR COLLEGE VISITS EARLY IN YOUR PLANNING PROCESS.**

**Supplemental Activity 12.d: Community/ Technical Colleges and Your Career Path**

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Period: \_\_\_\_\_

1. Look at page 50-52, which provides a list of the community and technical colleges located in Arizona. Visit the Arizona community colleges website [www.50states.com/cc/arizona.htm](http://www.50states.com/cc/arizona.htm) to find the address of the closest community college to your high school. Write the address of the closest school below.

\_\_\_\_\_

\_\_\_\_\_

2. List two reasons why someone would chose to attend a community or technical college.

a. \_\_\_\_\_

b. \_\_\_\_\_

3. Choose two occupational fields you are interested in that require training beyond high school. List the names of three jobs in that occupational field below and use “yes” or “no” to indicate the availability of training at the community or technical college nearest you.

Occupational Field #1:			Occupational Field #2:		
Job Title	Yes	No	Job Title	Yes	No

**Activity 13: Financial Aid**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

**Activity 13.1****Read pages 49-54. Answer the following questions:**

1. Where does the money for financial aid come from?
  
  
  
  
  
  
  
  
  
  
2. What do you have to do to get financial aid?
  
  
  
  
  
  
  
  
  
  
3. What determines the amount of financial aid that you can receive?
  
  
  
  
  
  
  
  
  
  
4. What is the difference between a grant and a loan?
  
  
  
  
  
  
  
  
  
  
5. How does the Arizona National Guard assist students in paying for college?

**Supplemental Activity**

Ask the recruiter from the Army, Air Force, Marines and Navy about the ROTC scholarships offered by their services.

**Activity 14: Is the Military for You?**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

**Activity 14.1****Read page 53. Unscramble the letters to form words.**

1. YANV \_\_\_\_\_
2. IRA RECOF \_\_\_\_\_
3. TONILARN DAURG \_\_\_\_\_
4. RYMA \_\_\_\_\_
5. LELEGOC NUFD \_\_\_\_\_
6. NEYOM \_\_\_\_\_
7. ENSTIFBE \_\_\_\_\_
8. AOLSG \_\_\_\_\_
9. ILPMAOD \_\_\_\_\_
10. AINNIGTR \_\_\_\_\_

**Activity 14.2****Invite a military recruiter to speak to your class. Use sample questions provided below to acquire information.**

1. What is the length of time I would need to stay in the service?
2. What is the starting salary?
3. What and where is basic training?
4. How long is basic training?
5. What specific jobs do you have available at this time? What type of training will I get for these jobs?
6. How do you determine if I am qualified for a specific job?

7. How can I be assured I will get the job I request?
8. What civilian jobs will my military training be useful for?
9. Can I be married and be in the military?
10. What benefits (education and others) are available to me after I finish my service term?
11. What other options do I have if I decide to stay in the military as a career?
12. If I really cannot adjust, is it possible to leave?

**Think of other questions you may have and ask your parents what questions they would like to add.**

# Lesson Plan

## Step 4/SECTION C: Job Search

### Overview

Finding the right job takes planning and preparation. It requires good organization, management of time and energy, a positive outlook, and good decision making.

### Arizona State Standards

Language Arts

### Objectives

**At the end of this lesson, students will be able to:**

1. Access many sources to find job leads
2. Apply for a job successfully
3. Develop sample resume and cover letter
4. Prepare for and learn how to conduct themselves in an interview
5. Understand their rights and responsibilities as an employee

### Teacher Instructions

Teachers can use Section C to instruct students on employment seeking skills using the readings and activities provided. Arizona Career Information System (AzCIS) can assist with job search information, as well!

### Discussion points include:

- How are the labor laws different for employees who are younger than 18 years old?
- What is networking and why is it important?
- What rights does an employee have?
- Importance of resumes, applications, and cover letters.

### Answer Key:

#### Activity 15.1:

1. Any teenager 17 years or younger is required to have a work permit prior to being employed.
2. Either the guidance office or the principal's office.
3. The employer, a school official, and the minor (student). A parent must sign if the minor is 15 years or younger.
4. Restricted activities include: operating or cleaning slicing machines, use of circular or band saws, dough mixing machines and other forming, punching or shearing machines.
5. Minimum wage is \$6.15 per hour.
6. Office of Labor Law Enforcement at the Arizona Department of Labor.

#### Activity 16.1:

1. People you know, professional contacts, national associations, trade publications, former students, Department of Labor, and the Internet.
2. Open 24 hours, private, low cost or free service, reaches worldwide, fast results, and lots of people can view your resume instantly.

3. <http://www.ajb.org>  
<http://www.bestjobsusa.com>  
<http://www.jobbankusa.com>  
<http://www.latpro.com>

Other job sites listed on page 60 of the *Arizona Career & Educational Guide*. Use internet version, \*since website links change frequently and are updated a couple of times per year.

***\*Located at [www.ade.az.gov/cte/azcrn/counselors.asp](http://www.ade.az.gov/cte/azcrn/counselors.asp)***

### Activity 17.1

1. Employers conduct drug screenings in various ways: by asking applicants about current and past drug use; by giving a written test or polygraph test; or by medical tests of urine, blood, or hair samples. The most commonly used test is a urinalysis or urine test.
2. Employers conduct drug testing for the safety of their employees. Allowing an employee to drive a truck who is under the influence of drugs or alcohol can be a liability. In addition, employees experience side effects such as memory loss; inability to concentrate, depression, paranoia and other health-related problems as well as high absenteeism from the job.
3. Self answered.

### Activity 18.1

Teachers/counselors review applications.

### Activity 19.3: Resume Quiz

- |      |       |
|------|-------|
| 1. F | 9. F  |
| 2. T | 10. F |
| 3. F | 11. F |
| 4. T | 12. F |
| 5. T | 13. F |
| 6. T | 14. F |
| 7. F | 15. F |
| 8. T |       |

### Activity 20.1

#### Across:

2. salutation
4. heading
5. signature
6. closing

#### Down:

1. inside address
3. body

### Activity 20.2

Teachers need to provide classified Ads for this activity.

**Activity 21.1**

1. Social Security card, copy of resume, copy of personal references, samples of work, portfolio, black pen. Other items listed on pages 71-72 of *Arizona Career & Educational Guide*.
2. Know the company, dress professionally, and practice interview questions.
3. What are the duties of the job you are interviewing for? What products or services does the company provide?
4. Offer a firm handshake, speak clearly and concisely, be positive and polite and have reasons why the employer should hire you.
5. What do you consider your greatest strengths and weaknesses? What interests you about this job? Why should I hire you.
6. What are the possibilities of advancement in this organization? What are you looking for in the person you hire for the position? When will a decision be made?
7. After an interview, you should send a thank you letter expressing appreciation to the interviewer for taking the time to see you.

**Activity 22.2**

1. Be dependable; provide good work and a positive attitude; be helpful; a team player; dress appropriately; don't waste time or resources; control your emotions; be a diplomat; and treat everyone with respect.
2. Self-answered.
3. Self-answered.
4. Self-answered.

**Student Activities**

Using the *Career Guide* students will complete activities in Section C including:

- Activity 15: Am I Eligible for Work?** - page 55  
(Time required: approximately 30 minutes)
- Activity 16: How Do I Find A Job?** - page 58  
(Time required: approximately 45-60 minutes)
- Activity 17: What About Drugs?** - page 57  
(Time required: approximately 20 minutes)
- Activity 18: How Do I Fill Out A Job Application?** - page 68  
(Time required: approximately 20 minutes)
- Activity 19: Resumes** - pages 61-64  
(Time required: approximately 60-90 minutes)
- Activity 21: Job Interviews** - pages 71-72  
(Time required: approximately 45-75 minutes)
- Activity 22: Keeping Your Job** - page 73  
(Time required: approximately 35 minutes)

**Activity 15: Am I Eligible to Work?**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

**Activity 15.1****Read Page 55 of the *Guide*. Answer the following questions.**

1. Are you required to obtain or have a work permit before being employed?
2. What type of work is not allowed for teenagers under the age of 18?
3. What is the minimum hourly wage a person can be paid in Arizona?
4. Where can a person get more information and help with problems dealing with pay, working papers, meal breaks, or employment discrimination?

**For more information on laws related to work, contact:**

**The Industrial Commission of Arizona  
State Labor Department  
PO Box 19070  
Phoenix, AZ 85005  
(602) 542-4515.**





**Activity 18: How Do I Fill Out  
a Job Application?**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

**Activity 18.1**

- Read the bottom of page 68.
- Complete sample application on page 70.
- Exchange application with another student and peer edit his/her application.
- Correct any errors on your application when it is returned to you.

**Activity 19: Resumes**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

**Activity 19.1**

Read page 61-67 regarding resumes.

**Activity 19.2**

Read the following information on Resume Do's and Don'ts.

A resume is one of the most important tools in your job search. Its purpose is to entice the employer to know more about you and call you for an interview. It is usually the first impression you will make on that person. Make it a good one.

**A good resume presents:**

- who you are
- what kind of position you want
- your skills and accomplishments
- listing of education and training
- listing of previous work experience

**GENERAL DO'S AND DON'TS****DO**

Be concise, accurate, positive  
 List your most recent job first  
 Stress skills, accomplishments  
 Use action verbs  
 Make resume attractive to read  
 Have someone proofread before mailing

**DON'T**

Lie or exaggerate  
 Include salary history  
 Use pronouns, abbreviations  
 Use excessive bold & italics  
 Use small type or overcrowd margins  
 Include references

**TIPS:**

- References are usually left off resumes unless you are instructed to include them for a job fair.
- Have references available on an additional typed sheet of paper for the interview-at least three people, not relatives, who have recognized your skills, accomplishments, or personal qualities.
- "References furnished upon request" is no longer necessary on the bottom of resumes. It may be eliminated, especially if space is needed for pertinent information.
- There are different resume formats. Not one resume format or style is appropriate for all job seekers. Select the style and format that best markets and sells your skills and qualifications to the most employers.
- Always include a cover letter with a resume.

*Find additional information and electronic resumes on AzCIS.*

**Activity 19.3****Complete the following Resume Quiz:**

- T F 1. The number one rule for writing a good resume is: More is Better.
- T F 2. The best resume has a lot of “white space” to make it easier to read.
- T F 3. Regardless of your age, the work history component of your resume should list all jobs going back to high school.
- T F 4. A career objective at the beginning of your resume is optional.
- T F 5. Your resume should not be longer than two pages.
- T F 6. A good resume is flexible enough to cover various job options within your professional field of interest.
- T F 7. A good resume paints a clear picture of you, including your height, weight, race, age, gender, marital status, and number of children.
- T F 8. Employers like to see that you are interested in things other than just your job, so include volunteer work, continued education, and association involvements.
- T F 9. All resumes should contain the complete names, addresses, and telephone numbers of your references.
- T F 10. To help your resume stand out from the many an employer may receive, you should make it as unusual as possible by using a bright color paper or including a picture of yourself.
- T F 11. It is a good idea to ask your close friends to read your resume and help you improve it.
- T F 12. If you send your resume to an employer in response to a newspaper ad, you don't need to send a cover letter with it.
- T F 13. It may take a lot of hard work, but it's possible to write a resume good enough to secure you the job you want.

**Activity 19.4**

Develop a rough draft of a personal resume. Remember to emphasize your skills and to include your work experience and school activities. If available, type final draft on a computer.

AzCIS provides various types of resumes, under the Job Search component. Students can then save their resume on the electronic portfolio.

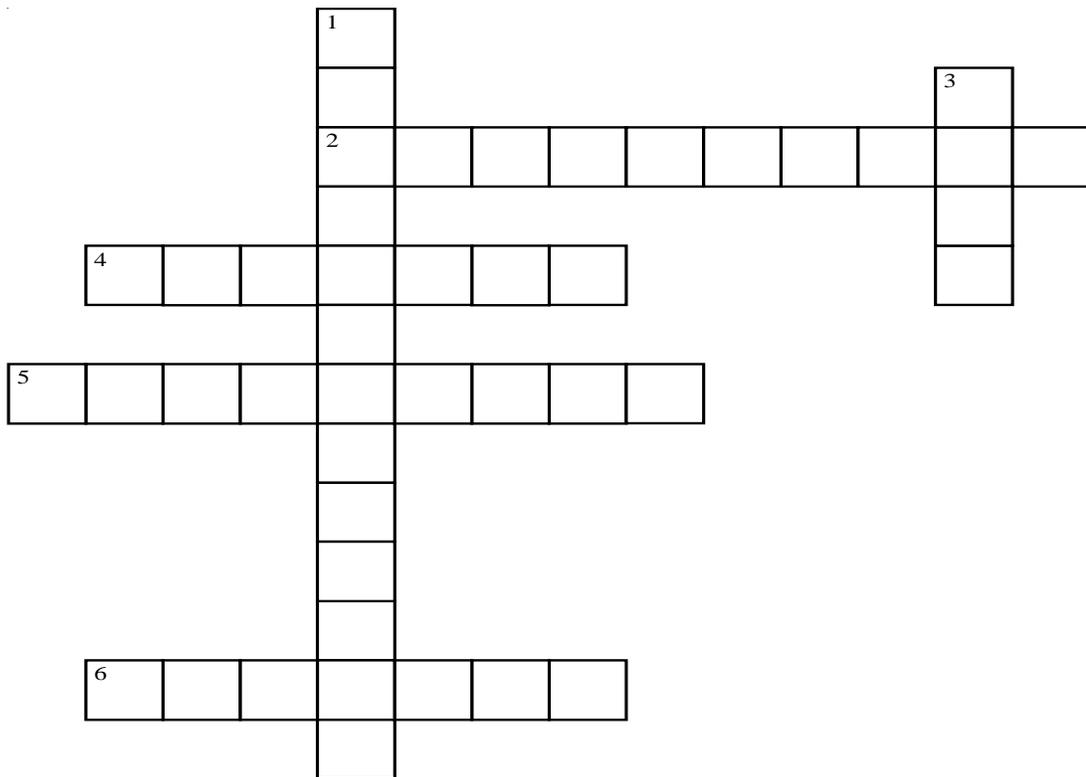
**Activity 20: Cover Letters**

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Period: \_\_\_\_\_

**Activity 20.1**

Read about cover letters on page 68-69.

Complete cover letter crossword puzzle using related vocabulary.



**Across:**

- 2. greeting
- 4. return address and date belong in this section.
- 5. cursive name of individual
- 6. cordial ending

**Down:**

- 1. name and title of person to whom the letter is going.
- 3. paragraph of information

**Activity 20.2**

**Respond to a classified ad which requires your individual skills and experience. Below is an example for you to follow.**

<b>Introduction</b> —>	<p>100 N. 55th Street Phoenix, AZ 85000</p> <p>Mr. Tom Jones Human Resources Manager Blake Industries 10 N. Central Avenue Phoenix, Arizona 85000</p> <p>Dear Mr. Jones:</p> <p>This is my reply to your advertisement which appeared in the Arizona Republic on August 9, 2002 for a clerical assistant. I am graduating from Peoria High School in June and am available for full-time employment at that time.</p>						
<b>Qualifications</b> —>	<p>As the following comparison shows, my experience meets the requirements stated in the advertisement.</p> <table border="0"> <tr> <td data-bbox="391 1031 808 1094"> <u>Your Requirements</u>            Knowledge of word processing         </td> <td data-bbox="846 1031 1425 1115"> <u>My Qualifications</u>            Competent in WordPerfect, PFS WriteFile;            3.0 GPA in business courses         </td> </tr> <tr> <td data-bbox="391 1150 808 1178">           Ability to work with others         </td> <td data-bbox="846 1150 1425 1213">           Officer in Future Business Leaders of America         </td> </tr> <tr> <td data-bbox="391 1241 808 1268">           Previous related experience         </td> <td data-bbox="846 1241 1425 1304">           Summer employment and co-op experience at Daly Financial Services         </td> </tr> </table>	<u>Your Requirements</u> Knowledge of word processing	<u>My Qualifications</u> Competent in WordPerfect, PFS WriteFile; 3.0 GPA in business courses	Ability to work with others	Officer in Future Business Leaders of America	Previous related experience	Summer employment and co-op experience at Daly Financial Services
<u>Your Requirements</u> Knowledge of word processing	<u>My Qualifications</u> Competent in WordPerfect, PFS WriteFile; 3.0 GPA in business courses						
Ability to work with others	Officer in Future Business Leaders of America						
Previous related experience	Summer employment and co-op experience at Daly Financial Services						
<b>Ask for Interview</b> ----->	<p>I would like to discuss this and my enclosed resume at your earliest convenience. In a few days, I will call you to arrange a suitable time. Thank you for your time and consideration.</p> <p>Sincerely,</p> <p>Jane Reynolds</p> <p>Enclosure</p>						

**Activity 21: Job Interviews**

Name: \_\_\_\_\_

Date \_\_\_\_\_

Period: \_\_\_\_\_

**Activity 21.1****Read pages 71-73.****Read the following information on interview behavior.****INTERVIEW DO'S AND DON'TS****THE DO'S**

- DO dress conservatively.
- DO check parking areas and where you are going ahead of time.
- DO arrive ahead of time.
- DO introduce yourself to receptionist, tell why you are here.
- DO take resumes with you.
- DO fill out application neatly.
- DO have a firm handshake.
- DO be yourself.
- DO use good grammar.
- DO show interest.
- DO keep a pleasant expression on your face.
- DO answer questions fully, not just yes or no.
- DO have at least one question to ask (about working environment, hours, dress code, kinds of products, and when you should expect to hear a decision.)
- DO say that you'd like the job, if it's a job you want
- DO thank interviewer for his/her time.
- DO send follow up thank you letter within two days. If you don't hear by the time indicated, call back and ask the status of the position.

**THE DON'TS**

- DON'T arrive late.
- DON'T chew gum.
- DON'T smoke cigarettes.
- DON'T mumble your answer.
- DON'T look around the office.
- DON'T fidget while you're sitting.
- DON'T slouch.
- DON'T put arms or elbows on the desk.
- DON'T curse.
- DON'T ask what the pay is unless you are being offered the job.
- DON'T wear perfume or too much makeup
- DON'T wear flamboyant hairdos or clothes

*\*Look at interview information provided on AzCIS, under the Job Search component.*

**Activity 21.1**

Answer the following questions:

1. List three things that you should bring to a job interview.
2. List two ways that you should prepare yourself before the job.
3. Name two things that you should know about a company before you are interviewed for a job.
4. List four rules to follow in order to have a good interview.
5. List three questions that you might be asked during an interview.
6. List three questions that you should ask during the interview.
7. What steps should a person take after being interviewed for a job?

**Activity 21.2**

Conduct a mock interview with a classmate using the questions on page 71-72.

**Activity 21.3**

Often your chances of employment can be increased by making another contact with the employer. This can be done by a telephone call or a thank-you letter. The thank-you letter is often the most common follow-up method.

**FOLLOW-UP LETTER**

- .. A thank-you letter may be typed or neatly handwritten on personal stationery.
- .. The letter should be written soon after the company or job fair interview. The next day is best!
- .. The letter should state your continued interest in the job and your appreciation of the time spent with you during the interview.

**AFTER COMPANY INTERVIEW**

411 E, Indian School Road  
Phoenix, AZ 85000  
August 5, 2002

Mr. Mark J. Raynard  
Johnson Electronics, Inc.  
123 S. 7th Street  
Phoenix, AZ 85008

Dear Mr. Raynard:

Thank you for considering me for the position of electronics technician with your company. I am very impressed with your company and the enthusiasm that your employees have about their jobs.

If you need additional information, please contact me. Thank you again for your time and interest in me. I look forward to hearing from you.

Sincerely,

Helena Harker

**AFTER JOB FAIR INTERVIEW**

1234 Thomas Road  
Glendale, AZ 85000  
August 5, 2002

Ms. Betty Springs  
Arizona Insurance Alliance  
33 E. Palm Lane  
Phoenix, AZ 85001

Dear Ms. Springs:

Thank you for participating in our job fair, Workforce 2000, this week. I was pleased to be able to interview with you and learn more about the opportunities in the banking industry.

As you have requested, I will call you next week to set an appointment for another interview. If you need any further information before then, I can be reached at 555-2415.

Thank you once again. I look forward to talking with you further.

Sincerely,

Carol Petersen

**Activity 22: Keeping Your Job**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

**Activity 22.1**

Complete the Keeping a Job word search puzzle below.

**Keeping A Job**

T S L N Q Y L I M Z A Z R T R N Q I O M  
 N E V A Q I Q R B T R X E K E R H Z Q Z  
 O A A L N G D O A L F L S M L U U J S L  
 C A J M A O Z J W Y U E P H B V G U R Q  
 G U Z F P U I O X F S Y E W I U Y E C D  
 D P Y H S L T S E Z Q W C M S N K B T K  
 K N B M B A A C S R Y H T C N R M N Y E  
 G J Z P T X R Y N E K I F W O C T U C T  
 U X N L F U L O E U F G U W P Z Q N A D  
 R T A M O L P I D R P O L Y S T F T B C  
 U S Y S P D Q N A P F N R F E S T L D A  
 Z D E P E N D A B L E S M P R I H U R J  
 L R V T G T Z K L Z G X A G T P T F I H  
 E H A M A P T N O M W W M U X L Z P X L  
 M H X D O R X R M K T R D H S S F L Q I  
 C P F U Q P M C N U V E U M W S B E H U  
 E G G Q R N D D D V K Y B D M V E H W O  
 M D M F Y P T W F L N X A G O O Y E B O  
 R W P M R T I A Z Q Q O F I N I B U T G  
 Q G B N N W O D S M K V Z M V H O H I K

**ATTITUDE**  
**HELPFUL**  
**RESOURCEFUL**  
**TEAMPLAYER**

**DEPENDABLE**  
**PROFESSIONAL**  
**RESPECTFUL**  
**WORKER**

**DIPLMAT**  
**PUNCTUAL**  
**RESPONSIBLE**



## **Arizona Academic Standards Addressed in the Guide**

### **Language Arts Standard 1: Reading**

Strand 3: Comprehending Informational Text; Concepts 1 & 2

### **Language Arts Standard 2: Writing**

W-P5: Write formal communications, such as resume, manuals and letters of application in appropriate format, for a definite audience and with a clear purpose.

### **Language Arts Standard 3: Listening and Speaking**

LS-R2: Following Directions

LS-E3: Interpret and respond to questions and evaluate responses both as interviewer and interviewee.

LS-P4: Conduct an interview, taking appropriate notes and summarizing the information learned.

### **Language Arts Standard 4: Viewing and Presenting**

Students use a variety of visual media and resources to gather, evaluate and synthesize information and communicate with others.

VP-F4: Interpret visual clues in graphs, table and charts that enhance the comprehension of text.

### **Social Studies Standard 4: Economics**

Students develop economic reasoning skills to apply basic economic concepts, assess problems, make choices, and evaluate the choices of others as consumers, workers, and citizens participating in local, national and global economies.

### **Mathematics Standard:**

Strand 1: Number Sense and Operations

Strand 5: Structure and Logic



# Arizona Career & Educational Guide Teacher's Guide Evaluation

We want to increase awareness of the *Guide* and its use in the classroom. With the implementation of the Department of Education's Career Pathways, we feel the Guide can be an important tool in designing course content to meet the Career Pathways standards of disseminating career information and linking student's career awareness with various academic subjects.

The *Arizona Career & Educational Guide* addresses all phases of career development addressed in the Arizona Guidelines for K-12 Guidance Programs: assessing career interests and skills; job search skills; career exploration; the correlation between personal qualities, education and training; identifying career goals; and strategies for achieving career success.

We're asking you, the experts, what we can do to improve the use of the *Guide* and how it can help you incorporate career information into your curriculum. Thank you very much.

Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Mailing Address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 E-mail: \_\_\_\_\_

1. In which setting do you use the *Arizona Career & Educational Guide Teacher's Guide*?

<input type="checkbox"/> Middle School/Jr. High School	<input type="checkbox"/> School Library
<input type="checkbox"/> Comprehensive High School	<input type="checkbox"/> Alternative Program
<input type="checkbox"/> Vocational High School	<input type="checkbox"/> Career Center
<input type="checkbox"/> Other (Please specify) _____	

2. At which grade levels do you find the information to be most appropriate?

<input type="checkbox"/> Grade 8	<input type="checkbox"/> Grade 12
<input type="checkbox"/> Grade 9	<input type="checkbox"/> All of the above
<input type="checkbox"/> Grade 10	<input type="checkbox"/> Adult
<input type="checkbox"/> Grade 11	
<input type="checkbox"/> Other (Please specify) _____	

3. The *Arizona Career & Educational Guide and the Teacher's Guide*, to be an effective career development tool, must be easy and attractive to use. Please circle "Agree" or "Disagree" for each of the following statements:

A. Overall format is visually interesting and attractive	Agree	Disagree
B. Teacher Lesson Plans are useful	Agree	Disagree
C. Too much information on each page	Agree	Disagree
D. Student Activities enhance use of the <i>Guide</i>	Agree	Disagree
E. Student Directions are clear	Agree	Disagree

4. How do you presently incorporate career development into your curriculum?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. What would encourage more teachers to use the *Arizona Career & Educational Guide* in the classroom?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. Please offer any further comments or specific suggestions which you feel would improve the use of the *Arizona Career & Educational Guide*. (Use additional pages if necessary)

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7. Please feel free make comments on “specific” activities you use with your students using the Activity Evaluation Form (also included in this Guide). If you have corrections or suggestions for activity improvement, you may photocopy the activity, write your comments directly on the activity page, and fax to us. We would also like to incorporate any new activities you develop.

We welcome any comments on how to improve the *Arizona Career & Educational Guide Teacher’s Guide*.

**Thank you very much for your time and advice!**

**Please return this evaluation to:**

Susan Mellegard, AzCRN Director  
Arizona Department of Education  
1535 W. Jefferson St., Bin 42  
Phoenix, Arizona 85007  
Phone: (602) 542-5353  
Fax: (602) 542-1849  
smelleg@ade.az.gov



# Arizona Career & Educational Guide Teacher's Guide

## Activity Evaluation Form

(Please use a separate sheet for each activity evaluated. Thanks!)

**Activity No./Title:** \_\_\_\_\_

**Class in which used:** \_\_\_\_\_

**Grade in which used:** \_\_\_\_\_

1. Are the student instructions clear in this activity?

\_\_\_\_\_

\_\_\_\_\_

2. Which of the Arizona Curriculum Content Standards do you feel this activity met?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Would you use this activity in your classroom again?

\_\_\_\_\_

\_\_\_\_\_

4. Do you have any ideas for ways to improve this activity?

\_\_\_\_\_

\_\_\_\_\_

5. Please share any activities you are currently using with your students or ideas you have for other activities.

\_\_\_\_\_

\_\_\_\_\_

Submitted by: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

**Please return completed evaluation to:**

Susan Mellegard, MA, CPC, CRC

AzCRN Director

Arizona Department of Education

1535 W. Jefferson St., Bin 42

Phoenix, AZ 85007

[smelleg@ade.az.gov](mailto:smelleg@ade.az.gov)

or FAX to: (602) 542-1849

**Thank you so much!**

# Arizona Career & Educational Guide Teacher's Guide



**Arizona Career Resource Network**  
Career & Technical Education  
Arizona Department of Education  
Superintendent Tom Horne